Index

Abilities — See also Assessment of aptitudes and abilities
  development of perceptual-motor, See Development of movement, 94-96
  requirements approach to classification, 25-26
  taxonomy of perceptual-motion, 99-108
Adams' closed-loop theory, 46-47, 54-56, 79-82
Adaptive (hierarchical control) models, 47-59
  and educational implications, 71-76
  Keele's motor program model, 51-53, 54-56
  and the nervous system, 49-50
  peripheral versus central control issues in, 53-57
  plans and, 50-51
  Schmidt's schema theory, 57-59
Affect —
  emotional development, 103-105
  and Hauenstein's classification, 22
Afferent feedback, 44
Aftereffects of noise, 190-191
Age, and industrial arts activities, 102-105
Air pollution, as stressor, 203, 222
Alcohol, as stressor, 198-201
Anchor points, in learning motor responses, 227
Anthropometric data, 93-94
Applied mathematics and engineering, as directions of psychomotor research, 237-241
Arousal, and attention, 98
Artificial intelligence, 240-241
Assessment. See also Evaluation
Assessment of aptitudes and abilities, methods of 116-128
  classification of methods, 116-117
  major assessment systems, 121-128, 131-132
  standardized testing, 117-118
  worker-trait assessment, 120-121
  work samples, 118-128
Assessment of psychomotor aptitudes and abilities, 111-132
  and educational implications, 128-130
  new strategies in, 119-128
  and the psychomotor domain, 113-115
  techniques for, 115-118
Assessment of psychomotor skills and performance, 133-153
  direct assessment (defined), 137-138
  and educational implications, 150-153
  and educational objectives, 133-136
  examples of instruments, 140-150
  indirect assessment (defined), 138-139
  process versus product (defined), 139-140
Attention, 97-98
  and automation, in learning, 228-230, 250
  and motivation, 164
  and orientation stage of instruction, 167
Automation and attention, in learning, 228-230, 250
Autonomous learning situations, 164-166

Baldwin's general specifications classification, 23-24
Base of support, *defined*, 95
Bernstein's cybernetic model, 44-46, 79-80
Bits, and information theory, 36-37
Brain research, 108-109

Carbon dioxide, as stressor, 203
Carbon monoxide, as stressor, 202
Career Evaluation System, 121-122, 131
Career preparation, 112-113, 128-130
Central pattern generator, 232-233
Central versus periperal control, 53-57
Channel capacity, 37-38
Checklist, as assessment technique, 141-142

Index

Abilities — See also Assessment of aptitudes and abilities
  development of perceptual-motor, See Development of movement, 94-96
  requirements approach to classification, 25-26
  taxonomy of perceptual-motion, 99-108
Adams' closed-loop theory, 46-47, 54-56, 79-82
Adaptive (hierarchical control) models, 47-59
  and educational implications, 71-76
  Keele's motor program model, 51-53, 54-56
  and the nervous system, 49-50
  peripheral versus central control issues in, 53-57
  plans and, 50-51
  Schmidt's schema theory, 57-59
Affect —
  emotional development, 103-105
  and Hauenstein's classification, 22
Afferent feedback, 44
Aftereffects of noise, 190-191
Age, and industrial arts activities, 102-105
Air pollution, as stressor, 203, 222
Alcohol, as stressor, 198-201
Anchor points, in learning motor responses, 227
Anthropometric data, 93-94
Applied mathematics and engineering, as directions of psychomotor research, 237-241
Arousal, and attention, 98
Artificial intelligence, 240-241
Assessment. See also Evaluation
Assessment of aptitudes and abilities, methods of 116-128
  classification of methods, 116-117
  major assessment systems, 121-128, 131-132
  standardized testing, 117-118
  worker-trait assessment, 120-121
  work samples, 118-128
Assessment of psychomotor aptitudes and abilities, 111-132
  and educational implications, 128-130
  new strategies in, 119-128
  and the psychomotor domain, 113-115
  techniques for, 115-118
Assessment of psychomotor skills and performance, 133-153
  direct assessment (defined), 137-138
  and educational implications, 150-153
  and educational objectives, 133-136
  examples of instruments, 140-150
  indirect assessment (defined), 138-139
  process versus product (defined), 139-140
Attention, 97-98
  and automation, in learning, 228-230, 250
  and motivation, 164
  and orientation stage of instruction, 167
Automation and attention, in learning, 228-230, 250
Autonomous learning situations, 164-166

Baldwin's general specifications classification, 23-24
Base of support, *defined*, 95
Bernstein's cybernetic model, 44-46, 79-80
Bits, and information theory, 36-37
Brain research, 108-109

Carbon dioxide, as stressor, 203
Carbon monoxide, as stressor, 202
Career Evaluation System, 121-122, 131
Career preparation, 112-113, 128-130
Central pattern generator, 232-233
Central versus periperal control, 53-57
Channel capacity, 37-38
Checklist, as assessment technique, 141-142

Chunking, 38, 227
Classification of perceptual-motor skills and abilities —
and development, 99-108
and educational implications, 83
Classification systems, 18-28, 65-68, 114-115
performance requirements approaches, 25-27
taxonomies, 21-24, 26-27
Clo (unit of clothing insulation), 197
Closed and open loop control systems, 42-44, 74, 79-82, 237-239
Closed versus open loop skills, 65-71, 161-162
Cognitive. *See also* Cognitive processes; Indirect assessment
development, characteristics of, 103-105
psychology, 32
and psychomotor performances, comparison of, 136-137
skills in psychomotor instruction, 168-169
Cognitive processes, as direction of psychomotor research, 224-231
attention and automation, 228-230
memory and levels of processing, 224-227
organizational processes and strategies, 227-228
plans of action, 230-231
Cold stress, 196-198
Color, and effect of temperature, 195
Competitive learning situations, 164-166
Complexity, motor skills classified by, 24
Comprehensive Occupational Assessment and Training System, 121-131
Computer analogy to human behavior, 48-49, 71-72
Computer simulation, and modeling, 239-240, 241
Congruity, and memory, 225-226
Control of movement, heterarchical, 234-236
Control systems, engineering, 237-239, 251-252
Cooling systems (in garments), 196
Cooperative learning situations, 164-166
Coordination of voluntary movement, 232-234
Coordinative structures, and movement control, 232-234
Cratty's typology of motor skill, 24
Cybernetic (control) models, 42-47, 79-82
Adams' closed-loop theory, 46-47, 54-56
Bernstein's, 44-46

Degrees of freedom, and movement control, 232, 233, 236
Demonstration versus discovery, in instruction, 160-163
Depressants, as stressors, 201-202
Development, child, and skills classification, 24
Development, perceptual-motor, 92-110
by age and grade level, 102-107
anthropometric data, 93-94
and brain research, 108-109
in children, 94-96
neurophysiological model of, 96-99
and taxonomy of ability, 99-108
Development of skill. *See* Stages
Dexterity, and physical maturation, 101-102
Differential psychology, 18
Difficulty of task, and demonstration versus discovery, 160
Direct assessment of skills and performances (defined), 137
Direct process assessment, 141-143
Direct product assessment, 143-146
Discovery versus demonstration, in instruction, 160-163
Distinctiveness, and memory, 225
Domain, psychomotor, 113-115. *See also* Classification
Drugs, as stressors, 198-202

Education, industrial arts, goals of, 135-137

Educational implications. *See also* Instructional strategies
of ability assessment methods, 128-130
of environmental stressor effects, 220-222
of models. *See* Models, and applications
of psychomotor research, 248-252
of skills assessment, 150-153
Efferent impulses, 44
Elaboration of processing, and memory, 225, 249
Emotional development, characteristics of, 103-105
Engineering and applied mathematics, as directions of psychomotor research, 237-241
Engineering control systems, 237-239, 251-252
Environmental influence, as classification, 65
Environmental stressors, effects of, 181-222
drugs, 198-202
and educational implications, 220-222
gas, toxic, 202-204
illumination, 204-207
and research methods, 183-185
resource materials about, 208-209
sound, 185-192
temperature, 192-198
Evaluation, in instruction, 174-175 *See also* Assessment
Examples, in instruction, 87, 171
Experience, and transfer, 87
Experimental psychology, 18
Factor analysis, and abilities, 25, 99-101

Feedback —
and cybernetics, 42-45
in instruction, 85, 173
Fitts-Posner model, 33-34, 80-82
Fleishman's abilities classification, 99-101, 114
Forgetting, 89
Frequency, of sound, 186

Gallahue's model of movement abilities, 94-96
Gases, as stressors, 202-204
General descriptive models of skill acquisition, 32-35
Generalized psychomotor ability, 85
Gentile's learning model, 34-35, 68-71
Giving force, *defined*, 95
Glare, 206-207
Goals — *See* Adaptive models; Plans
Grade level, and use of hand tools, 102, 106-107
Guidance. *See* Assessment; Career preparation; Teacher education

Hand tools, and grade level of user, 102, 106-107
Harrow's psychomotor taxonomy, 24
Hauenstein's classification system, 22
Hawthorne studies, 184
Hearing loss, 188
Heat stress, 193-196, 222
Hester Evaluation System, 122, 131
Heterarchical control of movement, 234-236
Hierarchical control models, 75-76. *See also* Adaptive models
Hierarchies, for task analysis, 156-159
Hoovers's classification system, 22
Humidity, and comfort, 193, 222

Illumination, and task performance, 205-207, 221-222
Indirect assessment of skills and performance (defined), 138-139
Indirect process assessment, 147-149
Indirect product assessment, 149-150
Individual control in tasks, 66
Industrial arts activities, and age, 102-105
Industrial psychology, 18

Information processing, 35-41, 76-78, 224-231. *See also* Stages
Information theory, 35-38
Instructional strategies, 154-180
  demonstration versus discovery, 160-163
  evaluation, 174-175
  motivating students, 164-166
  orientation, 167-168
  practice, 171-173
  presentation, 168-171
  review, 174
  sequencing, 158-159
  summaries of, 163, 176
  task analysis, 155-158
Instruments for assessment of skills and performances, 140-150
  direct process assessment, 141-143
  direct product assessment, 143-146
  indirect process assessment, 147-149
  indirect product assessment, 149-150
Intellectual development, characteristics of, 103-105
Ionization, and performance, 203

Jewish Employment and Vocational Service System (assortment system), 122, 131

Keele's motor program model, 51-53, 54-56, 73
Knowledge of results, 46-47, 70, 80, 84-85

Labeling, and transfer, 87
Laboratory planning, and environmental stressors, 221-222
Learning curves, 84
Levels of processing, memory and, 224-227
Light, physical measurement of, 205
Lighting and task performance, 205-207, 221-222
Loudness, 186

Mathematics and engineering, as directions of psychomotor research, 237-241
McCarron-Dial Work Evaluation System, 122-123, 132
Measuring tools, and assessment, 145-146
Memory, 89, 224-227
Micro-TOWER (assessment system), 123, 132
Modeling, physical and mathematical, 239-241
Models and Theories, 30-62
  adaptive (hierarchical control), 47-59
  cybernetic (control), 42-47
  general descriptive, 32-35
  information processing (communication), 35-41
  types of, 30-31
Models (theoretical) and applications to industrial arts education, 63-91
  and classification of skills, 65-68
  general implications for teachers, 82-89
  implications of specific models, 68-82, *See also specific models*
Moore's taxonomy of perception, 22-23
Motion, and classification of tasks, 25-26
Motivating students, 164-166
Motor development, characteristics of, 103-105
Motor equivalency, 235
Motor fitness, *defined*, 95
Motor optimization, 234-235
Motor programs, 51-53, 54-56, 73
Movement, coordination of voluntary, 232-234
Movement abilities, development of, 94-96
Movement control, heterarchical, 234-236
Music, benefits of, 191

Neurophysiological model of perceptual-motor development, 96-99

Neurosciences, as direction of psychomotor research, 231-236
coordination of voluntary movement, 232-234
heterarchical control of movement, 234-236
Noise, as stressor, 185-191, 221 222

Objectives, educational, 23, 133-137, 155-156, 174-175
Observation of behavior, 84
Occupational Assessment/ Evaluation System, 123-124, 132
Open and closed loop control systems, 74, 237-239
Open and closed loop skills, 65-71, 161-162
Organismic factors, and effect of noise, 190
Organizational processes, and learning, 227-228
Orientation, in instruction, 167-168

Perception —
and abilities, 98
changes in, with learning, 84
and implications for education, 88-89
types of, 22-23
Perceptual and psychomotor learning —
applications and implications of models, 63-91
assessment of aptitudes and abilities, 111-132
and development, 92-110
and environmental stressors, 181-222
instructional strategies, 154-180
measurement of skills and performance, 133-153
overview of the domain, 17-29
research directions, 223-252
theories and models, 30-62
Perceptual-motor development, See Development
Perceptual trace, 46-47
Peripheral versus central control, 53-57
Physical and mathematical modeling, 239-241
Physical data for youths, 93-94
Physical development, characteristics of, 103-105
Physical fitness, *defined*, 95
Physical maturation and dexterity, 101-102, *See also* Age; Grade
Plans (and goals), 50-51, 71-73, 230-231
Pollution, air, as stressor, 203, 222
Practice, in instruction, 171-173
Precision of movement, 65
Prerequisites, in task analysis, 156
Presentation, in instruction, 168-171
Pre-Vocational Readiness Battery, 124, 132
Principles, and transfer, 87-88
Process versus product focus, in assessment, 139-140
Psychology, contributing fields of, 18
Psychomotor ability, generalized, 85
Psychomotor and cognitive performances, comparison of, 136-137
Psychomotor learning. See Perceptual and psychomotor learning
Psychotropic drugs. See Drugs

Rating scale, as assessment technique, 142-145
Receiving force, *defined*, 95
Research directions in psychomotor learning and performance, 223-252
cognitive processes, 224-231
educational implications of, 248-252
engineering and applied mathematics, 237-241
neurosciences, 231-236

Research methods, and stressors, 183-185
Review, in instruction, 174

Safety, and assessment, 142-143, 147
Sage's neurophysiological model, 96-99
Schema theory, 57-59, 74-75
Schmidt's theory, 57-59, 74-75
Self-assessment. *See* Assessment; Career preparation
Self-pacing, 84
Sequencing, in instruction, 158-159
Shemick's taxonomy, 26-27, 114
Similarity, and transfer, 87
Simpson's psychomotor taxonomy, 21
Simulation tests, 149-150
Singer Vocational Evaluation System, 125, 132
Single-channel functioning, 39
Skill learning. *See also* Stages and environmental stressors, 220-221
  Fitts-Posner model of, 33-34, 80-82
  Gentile's model of, 34-35, 68-71
  and instruction, 169-170
Skills assessment. *See* Assessment of psychomotor skills
Social development, characteristics of, 103-105
Social motivation in learning, 164-166
Sounds, effects on performance, 185-192
  music, 191
  noise, 185-191
Stages of information processing, 36-37
  in Adams' theory, 46-47
  in Bernstein's model, 44-45
  comparison of Adams' theory and Keele's model, 55-56
  in Sage's model, 97-98
  in Schmidt's theory, 57-58
  and TOTE units, 50-51, 72-73
  in Welford's model, 39
  in Whiting's model, 40-41
Stages of skill development —
  comparison of Adams' theory and Keele's model, 55-56
  in Fitts-Posner model, 33-34
  and Gentile's model, 34-35
  in Simpson's schema, 21
  and synthesis of Fitts-Posner model and Adams theory, 81-82
Standardized testing, 117-118
Stimulants, as stressors, 201-202
Stressor (defined), 182, *See also* Environmental stressors
System for Assessment and Group Evaluation, 124, 132

Talent Assessment Programs, 125-126, 132
Task analysis, 155-158
Task classification, 25-26, *See also* Classification
Task difficulty, and demonstration versus discovery in instruction, 160
Task performance, environmental effects —
  of alcohol, 199-201
  of cold, 197-198
  of drugs, 201-202
  of gases, 202-204
  of heat, 193-196
  of illumination, 205-207
  of music, 191
  of noise, 188-190, 191-192
Task type, and environmental effects —
  cold stress, 197-198
  heat stress, 194-196
  noise, 189
Taxonomies. *See* Classification systems
Teacher education, and assessment, 129-130, 152-153
Teaching implications of theoretical models. *See* Models, and applications
Temperature, as stressor, 192-198, 222
Temporal characteristics of tasks, 65

Test items, types of, for indirect assessment, 148
Theories. See Models and theories
Thermal comfort, 193, 222
Time-on-task, and effect of noise, 189-190
Tools, and age of user, 102, 106-107
TOTE unit, 50-51, 72-73
TOWER System (assessment system), 126, 132
Transfer of learning, 85-88
Types of abilities, skills, tasks. See Classification

Uncertainty, 36-37

VALPAR Component Work Sample Series, 126, 132
Vocational Information and Evaluation Work Samples, 126-127, 132
Vocational Interest, Temperament, and Aptitude System, 127, 132
Vocational Skills Assessment and Development Program, 127, 132
Voluntary movement, coordination of, 232-234

Welding gases, as stressors, 203-204
Welford's information processing model, 38-40
Whiting's information processing model, 40-41
Wide Range Employment Sample Test, 127-128, 132
Worker-trait assessment, 120-121
Work samples, and assessment, 118-128
Work Skill Development Package (assessment system), 128, 132